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ABSTRACT

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PEDAGOGICAL ETHICS:

A Review of the Literature for Public Relations and Advertising

A Paper Presented to

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PEDAGOGICAL ETHICS

A Review of the Literature for Public Relations and Advertising

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ABSTRACT

PEDAGOGICAL ETHICS: A Review of the Literature for Public Relations and Advertising

Ethics is of increasing concern to U. S. colleges and universities, according to a recent survey of 183 institutions for this issue focusing on two areas; public relations and advertising. A 75 percent return from 134 institutions disclose that some 25 percent offer an ethics course but less than half require one. Overwhelmingly, (93 percent) most respondents asserted that ethics are included in all courses. A thorough review of all texts cited as most used, however, discloses slight or cursory inclusion of ethics; in advertising almost nil with public relations somewhat better. In ethics courses themselves, the emphasis is toward journalism. Ethics, largely neglected or served with lip-service pieties, requires more attention in public relations and in advertising.

KEYWORDS

ethics	public relations	advertising
textbooks	respondents	survey
curriculum	courses	communications

PEDAGOGICAL ETHICS:

A Review of the Literature

for Public Relations and Advertising

Increasingly, the academic community is being assaulted by questions of ethics. A constant stream of news accounts has deluged the reading and viewing public with accounts of gross misbehavior in government, in business, in industry and in the political world. These misdeeds appear more common and pervasive today than at any time in the past. After all, scandals and corruption, venality and similar transgressions have long been a staple of the American scene for a good part of history. The credo of a George Washington Plunkitt, "I seen my opportunities and I took 'em," nevertheless followed a clear distinction between "honest graft" and "dishonest graft."[1] Most Americans have been led to believe that the shenanigans that occurred in the Grant Administration were put to rest with the Civil Service Reform acts; that Teapot Dome was more ancient history; and even the Watergate episode was an aberration that could not happen again with watchful and vigilant investigative reporters on guard. But even the conservative Wall Street Journal noted that the now-departed Reagan Administration had more troubles with questions of ethics and wrong-doing than any administration in American history. More than 125 Reagan Administrative appointees were

accused of violating Government ethics codes.[2]

The illegal lobbying activities that led to a conviction for former presidential adviser Michael Deaver is one instance. Others include the influence peddling by former staff close to the president; the Wedtech affair; the problems of impropriety by then-Attorney General Edwin Meese; the scandals involving defense contracts; Wall Street insider trading and junk bond scams aided by advertising and PR blitzes; and the Iran-Contra affair with Marine Corps officer Oliver North's admission of lying to the Congress, deceiving his superiors and abridging the Constitution. These are a sampling of the unethical incidents that have assaulted the public through print and electronic news in the recent year.

These events have repercussions in the classroom and, increasingly, students of all political persuasion are asking questions that heretofore have been discussed, if at all, in classes of philosophy or religion. Given the wide-spread issues of misconduct and questionable behavior perpetrated by high-level public relations insiders and dubious advertising practices by Wall Street manipulaters and lobbyists, it is clear that thought be given to the preposition that ethics must be addressed in the communication disciplines.[3]

In order to ascertain the role of ethics in the curriculum, a comprehensive survey among selected colleges and universities was undertaken with a specific focus on advertising and public relations. This universe proved to be representative of schools of communication and provided a convenient means of data analyses. Some 183 schools were

identified by the Public Relations Society of America in its publication, Where to Study Public Relations and by a publication distributed through the Advertising Federation of America, Where Should I Go to Study Advertising?.[4] The response (from July thru October 1988) totalled 134, for a 74 percent return rate.[5]

Expectedly, the vast majority of respondents (97 percent) "strongly" agreed or "agreed" that "the study of ethics is important for students preparing to practice public relations or advertising." And 90 percent expressed the opinion that ethics is "increasingly becoming an important issue." None disagreed with either statement. Since ethics is the 1980s equivalent of America's belief in Mom and apple pie, practicially every respondent, as might be expected, reported that their public relations and advertising courses includes ethics (93 percent). Only three percent failed to respond to this question. A few (four percent), stated flatly that courses did not include ethics and furthermore there were no plans whatsoever to include ethics in the curriculum in the next 24 months.

Oddly enough, the college educators who responded to this survey felt that the primary responsiblity for strengthening ethical standards in advertising and public relations should fall to the professional practitioners (46 percent). Others felt that the respective professional associations (36 percent) or educational institutions (26 percent) should be responsible for ethical issues. Tied for last place in the ranking by educators for the inculcation of

ethics in the professional disciplines were religious institutions or governmental legislation (four percent). Interestly enough, a write-in by educators indicated that the best source for assuring ethical conduct by advertising and public relations practitioners was "news media" (four percent).

The tendency to look to the news media as a watchdog for wrongdoers in the public relations-advertising aspect of the communication-promotional curriculum may reflect a bias held by educators. Most department ethic courses (courses in ethics pertaining to the public relations-advertising students) are taught under the auspices of Journalism (18 percent). Advertising areas account for only two percent; public relations less than one percent. Most ethics courses are taught under the rubric of "the communications department" (64 percent). For a number of schools of communication, the study of ethics is left to the School of Business (seven percent) or the Philosophy department (four percent).

Significantly, only one in four colleges or universities offer courses devoted exclusively to the study of communication ethics. Of the 75 percent who do not offer such a course, five percent assert that they are planning to do so within the next 24 months. Schools that offer courses devoted exclusively to ethics in communications (25 percent) are a minority. Less than half of these (48 percent) make ethics courses mandatory. But within this group, 25 percent note that they are planning to expand the study of ethics.

THE ETHICS TEXTS

In general, colleges and universties that offer specific ethics courses, as expected, show little uniformity in the texts used. The text most used is Media Ethics: Cases and Moral Reasoning[6], the choice for 13 percent, followed by Groping for Ethics in Journalism[7] (recall, the focus was on courses for public relations and advertising students). Other respondents cited Ethics in Human Communication,[8] with a small percentage using Lying: Moral Choice in Public and Private Life.[9] A comparison of texts reported by survey respondents disclosed no other duplication in texts and these varied considerably, with the media law textbooks and journals often cited as the texts used for ethics courses.

Public Relations Texts

It is evident that if most students are exposed to ethics this must occur in their general course work, not in courses on ethics. Recall more than 90 percent of the instructors agree that ethics is important and 93 percent assert that it is covered in course work. How does ethics fare in the most popular texts reported in use by educators?

For the public relations courses that respondents stated include ethics as a topic, a number of textbooks were identified. By far, the most frequently cited text was Effective Public Relations.[10] As the authors note correctly

this is "the standard basic textbook."[11] References to ethics are sparse, however. Through 600-plus pages, ethics is mentioned in passing; briefly noted in the context of the Public Relations Society of America's (PRSA) code, with the ethics of corporate financial entities and a short discussion of the social impact and responsibilities of public relations practitioners. In this last section, the notion of standards is submerged into "concern for the behavior of individual practitioners" with a major focus on professional standards and practices.[12] Nevertheless, the text devotes a half-dozen pages on national organizations with a section "Toward a Code of Ethics" and the PRSA Code. It does discuss the code in some detail with a look at ethics and the issue of professional integrity. The authors go on to offer some criticism of the operation of the code and its weaknesses of enforcement through possible licensure and problems with that means of enforcement. It gives examples of the PRSA's lack of vigor in this area, but stops short of any in-depth discussion. Several examples of corporate guides to ethical behavior from various codes and speeches are included. But specific questions of integrity and ethics are confined to several brief paragraphs amid a discussion of social concerns and the new enviornment.[13]

Case studies fail to focus on ethics and discussions of theorectical systems are lacking. Obviously, this is an excellent text with extensive descriptions of the role of public relations. It is by far the most popular text in classrooms across the country and used by many professionals

as well. In its dealings with ethics, however, the text appears to be less than satisfactory especially if, as most of the respondents indicate, this is the major source for discussion of ethical conduct for public relations students.

Public relations educators cited three texts as the next most popular for classroom use. The first discussed here--This Is PR: The Realities of Public Relations--is into its third edition.[14] The newest version, as heretofore, devotes a single chapter to ethics, the last one: "PR and Social Responsiblity."[15] In earlier editions a chapter clearly labelled with ethics in its title was placed toward the front of the text. But the new focus for ethics is more detailed and relevant to students. The authors discuss the licensing procedure as a means to ethical enforcement, graced with a personal note from the legendary Edward L. Bernays (he's for it).[16]

A chapter on "social responsiblity" also includes a discussion of advertising. Directed to public relations students, the authors recognize the "strong linkage" of the two areas.[17] The context is brief, to be sure. Overall this text appears to be comprehensive in its coverage of ethics. Critics can point out that excellent case studies inviting ethics discussion are passed over with only brief mentions -- the Firestone 500 tire debacle and the Love Canal episode, for example. The text explains ethics:

> The study of ethics falls into two broad categories: comparative ethics .... the purview of social scientists, and normative ethics .... the

> domain of philosophers and theologians. Comparative ethics, sometimes called descriptive ethics, is a study of how different cultures observe ethical standards. Both diversity and similarity are of interest to social scientists ethical behaviors are a part of human nature spill over into .... theology and philosophy.[18]

A curious identification in this text isolates the publics to whom public relations practitioners have ethical responsililities. Also included are discussions of persuasion, representation of foreign governments and politicians, the role of political action committees and advertising. The PRSA Code is included in Appendix A with interpretations of political and financial PR along with related professional codes.[19]

While the text is comprehensive, the reader could wish for more in-depth discussion of other areas--politics, the news media and so forth--where pertinent issues of ethics have arisen and are relevant to public relations students. The problem of governmental PR is particularly weak. But this is not a book about ethics; it is a text for public relations students--and an excellent one. One wonders, however, if in the haste to wrap-up a course full of detail that last chapter might simply get lost by semester's end.

Another most-used text cited by respondents is The Practice of Public Relations.[20] Earlier editions did not mention ethics. The edition cited by respondents does address the subject in several areas and Appendix A reprints

the PRSA's Code of Professional Standards. One interview comments that organizations in "the public eye" should have a code of ethics. There are scattered references to ethics and a catch-all "social responsiblity" without much of an explanation.[21]

There is, however, a separate chapter, "The Ethical Dimension" that does discuss ethics but again without a hard focus of what it is.[22] Opportunities are wasted. An example of the PRSA's poor handling of media and general stonewalling in the 1986 episode of its former president's resignation over violations of Security and Exchange Commission (SEC) regulations is merely passed over without using this case study fully.[23] It does draw the student's attention to organizations such as The Ethics Resource Center and The Public Affairs Council (not in the chapter on ethics), an organization of public affairs executives and includes the ethical guidelines stated by a number of organizations.[24]

For ethical issues, much is left for student participation with questions designed to prompt discussion. Lacking are any firm guidelines or in-depth case studies to provide systematic discussions based on policy or theory. Again, it is a back-of-the-book area that is apt to get lost in the usual end-of-term hustle to wind up a complex topic.

A new edition[25] published after the survey was completed focusses on ethics with more discussion. A new chapter, "Ethics" is included toward the front of the text.[26] It has been rewritten with additional features added and up-dated with new interviews--Larry Speakes, Barbara Lee Toffler.[27]

(Grantland Rice was not famed as a football coach.)[28] And journalism is included but still advertising is neglected, and some mention would surely pertain to the public relations business. At least, ethics has been put forward in the text and is more likely to be discussed. But the journalism citations are too sparse, even for PR students and those instances where in-depth discussion would benefit PR students--the Franco case fiasco, for instance--is still brushed over.[29]

Another of the widely-used texts is Public Relations: Strategies and Tactics.[30] Most of the responding institutions cited the 1986 edition, but it should be noted that a second edition appeared on the market in early 1989. Both editions devote an entire chapter to ethics, but the latest version is more comprehensive with Chapter 6, "Ethics and Professionalism" up front.[31] One aspect in which this text appears superior to others is the judicious and effective application of pertinent ethical reminders through virtually all of its chapters, with guidelines for application of ethics in persuasion, politics, media relations and reporting of research.

It does include the ethical guidelines for business public affairs professionals issued by the Public Affairs Council and the Ethics Resource Center, a non-profit organization that assists companies and groups in preparing codes of ethics and conducts research on ethics.[32] The text language is comprehensible to students. For example, it quotes Tommy Ross, who told Fortune magazine, "Unless you are

willing to resign an account or a job over a matter of principle, it is no use to call yourself a member of the world's newest profession -- for you are already a member of the world's oldest."[33] A major ethics case study dealing with Lockheed Aircraft Corporation is discussed in the first edition but is truncated in the latest version.[34]

Public Relations: Strategies and Tactics does not attempt to establish or discuss a philosophical framework, but it succinctly states in two paragraphs an understandable and workable definition of ethics:

> Ethics refers to the value system by which a person determines what is right or wrong, fair or unfair, just or unjust ... expressed through moral behavior in specific situations .... The difficulty in ascertaining whether an act is ethical lies in the fact that norms of behavior vary widely ....
>
> Some people may make decisions and judge the actions of others based upon absolutist Judeo-Christian principles. Others may rely upon such ethical orientations as secular humanism ... ulitarianism ... or positivism .... The range is broad, involving philosophical discussions ... ethical considerations comprise a basic part of public relations.[35]

The authors must be applauded for including comprehensive coverage of pertinent cases that bear on ethics for students with a contemporary tone. For example, the

authors cite the not-too-distant Michael K. Deaver case, where the former adviser to President Reagan as deputy chief of staff was indicted and convicted of lying to the Congress concerning his lobbying activities after he left the White House. Moreover, the Deaver case is discussed in depth in a later chapter.[36]

The Iran-Contra scandal is touched upon, along with insider trader cases involving the public relations-lobbying role. More pertinent, perhaps to PR students, is an extensive discussion of the Franco-SEC affair and the PRSA. The authors give full and complete attention to the incident but focus the discussion on ethics to the failings of the PRSA itself for its obvious "stonewalling" of the episode and they document the blackeye inflicted on the industry itself by the failure of its self-professed watch-dog code.[37]

Ethics and questions of veracity, deceit and integrity are not confined to a single chapter with the usual pious platitudes and reference to so-called codes. The authors come back to this issue again and again in the proper subject environment.

Advertising Texts

Public relations students appear to acquire some knowledge of ethics and questions of professional integrity from their texts. In contrast, the students of advertising--who are supposed to have this issue discussed within the context of their general course--subsist on much meager fare.

Recall, that most universities and colleges--75 percent--state that while no specific course of ethics is offered, the topic is covered in the general course work.

A long-popular text, Kleppner's Advertising Procedure fails to address this point.[38] One looks in vain, in fact, for any citation of "ethics" or "integrity" or standards. The authors fail to cite advertising abuses in the early days except for a passing mention of fraudulent patent medicine ads. Unethical advertising apparently has totally disappeared. Look in vain for any mention of this critical subject here. There is a brief mention of deceptive advertising in relation to the Federal Trade Commission, but little of substance.[39]

Similarly, nothing save a passing reference to false advertising or deceptive practices will trouble any student's mind in reading Advertising[40], a practical guide to the trade. A chapter, "Advertising Regulation and Control," recounts the legislation that applies, with little or no mention of the evils that prompted passage of these restraining acts.[41]

In Advertising: Concepts and Strategies[42] students will not be troubled by reference to "ethics" or "deceptive advertising." No more than a passing reference to false advertising which refers to a box on the procedures of the FTC can be found.[43] In this text that describes in a competent manner the nuts-and-bolts operations of the ad business, issues of morality are left for others to contend with but are clearly not the concern of the ad biz student.

One of the more-popular advertising texts disclosed by recent survey is Creative Strategy in Advertising.[44] Most respondents reported use of the second edition, where the author ends his text with an epilogue, "Advertising, Decency, Truth and You." Readers are addressed in a folksy style that tells them that the ethical decisions that must be faced in the advertising business "will peck away at the very moral fibers of your being." And the next paragraph recounts the cynical words of a nameless ad writer who states: "Honesty isn't what sells."[45] Students are given essentially three pages of a homily to be honest and truthful.

Within the latest edition, that discussion has been cut somewhat and moved to the front of the book under "Ethical Responsiblities," a section in Chapter One. But most of this discussion glides into a need for creative knowledge and good taste. Ethics emerges again briefly in a discussion of retail advertising where the author cautions the student against deceptive terms like "special purchase," "comparable value," "originally" and "regularly." The author notes somewhat wistfully that "more local legislation" would make the retailers "more responsible for misprepresentation."[46] Not much opportunity here for the advertising student to acquire deep knowledge of the problems of unethical advertising. Nothing in the table of contents or the index points to a discussion in depth of the legislation and regulations that exist or the evils that brought them about.

ETHICS IN THE CURRICULUM

Despite the assertions from most college and university teachers that ethics is covered in the general course work, one must view that claim with less than confidence. Most of the texts cited fall far short of what should be covered, at least in the two areas examined--public relations and advertising. Many of the textbooks cited are woefully lacking in any confrontation of ethics. In order to bring this issue into proper focus, the burden for beyond-the-text preparation is staggering. Any college educator knows that it is a formidable task to cover even the basics for virtually any course of study. For the courses cited here, where the fundamental principles are manifold, acquiring additional information in an intangible sphere, like ethics for instance, is more than likely to be swept aside in the need to nail down necessary skills for the business world.

Nor is it likely that the subject will come up in more advanced courses, despite survey respondents who assert "ethics is all across the curriculum." Few, if any, of the advanced texts cited mention the subject. David Olgivy, one of the gurus of American advertising, does not even mention ethics in his popular Olgivy on Advertising,[47] cited by a number of respondents as one of the texts used in advanced courses. Similarly, Public Relations Writing: Form and Style, a text used in the PR and advertising sequence in several universities, fails to mention the word ethics.[48]

Students with the greatest opportunity to become acquainted with some of the ethical issues confronting them in the business world stand the best chance within an institution that offers a separate course of study for ethics. Less than 25 percent do offer such courses; less than half of this number require that students take a course in ethics.

Ethics Texts

Since most of the ethics courses offered (required or optional for the students) are in the journalism sequence, expectedly the most-used text as reported by survey respondents focuses on journalism. But bear in mind that these courses were for the communication department's public relations and advertising students as well.

By a large margin, the most-used text reported is Media Ethics: Cases and Moral Reasoning.[49] The text includes excellent case studies beginning with "Ethical Foundations and Perspectives" using systematic and analytical guidelines. Traditional philosophical references introduced with ethics focused on classical origins and definitions.

After a discussion of "News" in this text undoubtly useful to journalism students, a solid section II, "Advertising," divided into six chapters follows.[50] Included is a brief chapter on Public Relations, treated in a half-dozen pages.[51] A final section deals with "Entertainment," five chapters that could well apply to public relations

students.[52] The text contains much on advertising and within its journalism context is fairly generous to public relations issues and cases. In sum, advertising and public relations students need not feel like orphans of the storm with this textbook. The cases could be more pointed and with less of the names-have-been-changed to protect the guilty and more pertinent. This is only a quibble, however, in what appears to be a useful text for advertising and public relations students.

The second most-mentioned text in the required ethics courses is Groping for Ethics in Journalism.[53] The approach here is straight to print newspapers--no magazines, no radio, no mass media. No theoretical or philosphical bases, either. The approach is straight-foward and pragmatic. There is no place for advertising and public relations, either.[54] Advertising is denigrated; it "influences," it even "seduces" the pure journalists. Three brief paragraphs are devoted to advertising.[55] The author gets his point across that ad people influence news coverage with those nasty ads that clutter up a newspaper.[56] Public relations fares no better. Its only mention occurs in the chapter "The Seducers: Freebies, Junkets and Perks."[57] This is evidently how those PR rascals manage to seduce those pure-hearted types the ad people overlooked. (But this one-time newsman does not share the author's jaundiced eye toward the Newspaper Guild, either.)

This is obviously a book aimed at print journalists written by a fine, one-time newsman. Given that limitation,

however, its popularity and use for public relations and advertising students is curious, indeed.

Ethics in Human Communication,[58] identified as the third most used text, offers and provides the philosophical foundations for the study of ethics. Topics range from "An Approach to Ethical Judgment" to "Situational Perspectives." The text examines mass media, advertising and propaganda. Other sections that deal with political studies include examples involving the John Birch Society, Richard Nixon and Watergate might prove useful to PR students. Other, more appropriate, cases could be mentioned for a text used by the advertising-public relations sequences. Advertising earns a dubious "definition" of ethics where the author quotes Tony Schwartz's comment in The Responsive Chord: "...critics and regulatory agencies should assess the ethics of advertising not by standards of truth and clarity of content but by evaluating effects of advertisers on receivers."[59] Public relations fails to appear but propaganda is discussed in "Ethics and Propaganda." Vance Packard's Hidden Persuaders cites questions of advertising morality.[60] The chapter on "Formal Codes of Ethics," includes professional codes: the American Association of Advertising and the American Advertising Federation.[61] Public relations is ignored.

In the general courses on ethics, Lying: Moral Choice in Public and Private Life emerged as the fourth most-popular text used as a text in the ethics courses.[62] Obviously, this work is not related directly to the needs of public relations and advertising students. Nevertheless, this text is one of

the most useful as an adjunct reader within any course that stresses ethics. It provides an invaluable introduction to the classicists.[63] Its use as a major text may lie with the fact that communications educators, unfamiliar with the classic texts and unwilling to subject advertising and public relations students to pure journalism ethics, prefer to focus on general issues.

There are no direct case studies of PR or advertising examples. Indeed these areas are largely ignored except for passing reference but there are useful allusions to political issues. Lying is invaluable to students who may be prompted to pursue a greater understanding of ethics within a philosophical framework. Bok refers to publicity in a narrow sense in "Justification and Publicity."[64] She states the question: "which lies would survive the appeal for justification to reasonable people?"[65] And to respond, Bok includes relevant political examples. The select bibliography is useful as well.[66] Bok's is an outstanding work that brings the issues of ethical theory within a modern world; practical and intellectually stimulating.

Beyond these four texts, no one source was reported by two or more institutions. Many used mass media law texts; one used PR Reporter and the Holy Bible was mentioned. Those who teach in the public relations or advertising areas may protest the handling they receive from the journalism-dominated departments that have held traditional sway in their schools and maintain that hold in "communication" schools or departments. But for now, this is the way things

are with regard to the study of ethics.

DISCUSSION OF FINDINGS

Most college educators pay lip-service observation of the ethical issue and realize and agree that it is of growing importance. Many of the academic respondents are not at all certain that it should be taught--schools received a low priority among those groups responsible. Those educators with an understanding of history realize that in the nineteenth century most universities expanded great effort toward the moral growth of their students. Indeed, this goal was clearly recognized by authorities and student alike; this task was an integral part of the role of the university.[67]

For whatever reasons, that pendulum appears to be swinging back and we are witnessing a revival of moral education. Clearly, recent events--perhaps beginning with Watergate--have stimulated concern among students and faculty alike that moral issues play a critical role in their lives, personal and professional.

Within the discipline of public relations and advertising--areas that have waged a largely unsuccessful effort to emerge from the domain once dominated by the Journalism department--educators in this aspect of mass communication find themselves riding the crest of a growing wave of students.[68] In the haste to accommodate these numbers, advertising and public relations departments have been created and in many cases borrow heavily from the

traditional courses offered by the Journalism departments; for example, in the writing and media law courses where these are required. That fact is evident from the survey disclosure that many of the ethics courses for advertising and public relations students are taught in the Journalism area, with texts clearly aimed at journalism students. And these, in some cases, reflect the traditional newsroom bias against the advertising side of newspapers. Advertising and public relations curricula are not watered-down journalism; the issues differ. One of the major efforts required from advertising and public relations educators is to focus these disciplines into an academic curriculum that sheds the "trade school" mentality often associated with these growing communication fields.

What is required at the outset, of course, are teachers who know ethics, issues and theory. Clearly, ethics requires a great deal of thought and knowledge to focus discussions on the moral issues of public relations and advertising. If a majority of the respondents in the survey assert that ethical issues are presented in the normal course work, a generous observer will agree. The thought emerges, however, that these teachers must exert vast efforts to reflect ethical aspects into the syllabus, burdened as they are by textbooks that fail to ease that task. But the cynical realist must question how ethics is covered adequately for public relations and advertising students.

A separate course in ethics should be required. If it emphasizes the professional area, perhaps it should be

preceded by a prerequiste in theory or systems from the Philosophy department. What is also needed, to be sure, is a healthy infusion of ethics into every course in the curriculum. Ethical issues can be included in events and procedures beginning with the introductory course through advanced courses. Specific case studies and procedures must be examined in detail to produce a well-trained graduate with an enriched academic background.

Unquestionably, ethical issues should be taught. Ethical issues can be taught, discussed and analyzed in the classroom. Derek Bok, president of Harvard University, states: "...moral issues can be discussed as rigorously as many questions taken up in more established courses in the curriculum."[69] Bok's view is that we should make the effort to build toward substantive courses with competent instructors to teach them. One can only agree. Neither a reliance on superficial relevance to topical problems of the day nor lip-service pieties on noble-sounding themes will provide the solutions to this task.

We have much work to do. The scaffolding has been erected by well-meaning carpenters; we need architects with vision to plan and build from a firm foundation.

NOTES

The author is indebted to Dr. Josephine A. Johnson for her critical reading and comments.

[1]William L. Riordon, Plunkitt of Tammany Hall (New York: E. P. Dutton & Co., 1963) 3.

[2]Gerald F. Seib, "GOP's Legacy: From Grant to Reagan, Scandals Seem to Hit Republican Presidents," The Wall Street Journal, July 16, 1987, 1. Prominent among those indicted were four former White House staffers. See Frances FitzGerald, "A Critic At Large: Memoirs of the Reagan Era," The New Yorker, January 16, 1989, 71:94, 93. The latest Republican Administration appears to have taken an early initiative toward a more effective code of ethics. See "New Broom on Ethics," editorial in The Miami Herald, January 30, 1989, 12(A).

[3]Practices that raise ethical questions have occupied the attention of some advertising professionals in recent months, according to Advertising Age, "Industry Ethics Are Alive," April 19, 1988, 88. Questions of what is ethical and what is not, however, continue to present problems. See Cynthia Crossen, "Proliferation of 'Advertorials' Blurs Distinction Between News and Ads," The Wall Street Journal, April 4, 1988, 33.

[4]Michae B. Hesse, Robert Kindall and James Terhune, Where to Study Public Relations (New York: Public Relations Society of America, 1986) and Billy I. Ross, Where Should I Go to Study

Advertising? (Lubbock, Texas: Texas Advertising Education Publications, 1988).

[5]The survey, "Ethics and Promotional Writing in Communications Curricula at Universities and Colleges Offering Advertising and Public Relations Sequences," conducted from June 1988 through October 1988, by the author assisted by Lynne M. Sallott under the auspices of the School of Communication, University of Miami. A questionnaire methodolgy was employed through a series of closed and open-end questions. The author is indebted to Ms Sallott for data compilation and tabulation. The Ms is in preparation but not yet published. All data, percentages and comparisons were drawn from survey results.

[6]Clifford G. Christians, Kim B. Rotzoll and and Mark Fackler, Media Ethics: Cases and Moral Reasoning, 2d ed. (New York: Longman, 1987).

[7]H. Eugene Goodwin, Groping for Ethics in Journalism (Ames, Iowa: Iowa State University Press, 1983).

[8]Richard L. Johannesen, Ethics in Human Communication, 2d ed. (Prospect Heights, Ill.: Waveland Press, Inc., 1983).

[9]Sissela Bok, Lying: Moral Choice in Public and Private Life (New York: Pantheon Press, 1978).

[10]Scott M. Cutlip, Allen H. Center and Glen M. Broom, Effective Public Relations, 6th ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1985).

[11]Cutlip et al, xv

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[13]Cutlip et al,457-463.

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[16]Newsom & Scott, 443.

[17]Newsom & Scott, 451-452, eight paragraphs.

[18]Newsom & Scott, 446.

[19]Newsom & Scott, 471-482.

[20]Fraser P. Seitel, The Practice of Public Relations, 3d ed. (Columbus, Ohio: Merrill Publishing Co., 1987).

[21]Seitel, 564. Appendix C is most helpful with a listing of Corporate Reporting requirements but this does not pertain to ethics.

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[23]Seitel, 537.

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[26]Seitel, 103-131.

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[28]Seitel, 104.

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[32]Wilcox et al, 27.

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[46]Jewler, 16-18 and a later discussion 258-274 and brief notes 266 and 272.

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[52]Christians et al, 231-314.

[53]Goodwin, op. cit.

[54]Goodwin, ix.

[55]Goodwin, 43.

[56]Goodwin, 44.

[57]Goodwin, 47-48, 50.

[58]Johannesen, op. cit.

[59]Johannesen, 114.

[60]Johannesen, 131-132.

[61]Johannesen, 143ff.

[62]Bok, op. cit.

[63]Bok, Appendix 265-308.

[64]Bok, 92ff. Bok's source is John Rawls, A Theory of Justice (Cambridge, Mass.: Harvard University Press, 1971), 133.

[65]Bok, 93-103.

[66]Bok, 336-337.

[67]Derek Bok, "Moral and Ethical Education in College: Theoretical and Practical Considerations,: Ethics: Easier Said Than Done, 1 (Winter 1988), 9:15, 9.

[68]See John C. Scheitzer, "Who Are All These Advertising Majors and What Do They Want?," Journalism Quarterly, 65 (Autumn 1988), 733:739.

[69]D. Bok, 12. The Boks see eye to eye, see S. Bok, 261-262. Also see Zygmunt Nagorski, "Yes, Socrates, Ethics Can Be Taught," The New York Times, February 12, 1989, 2 (3).